



TASC Information Session

Agenda



- High level overview
- TASC Common Core transition
- TASC test design and developmental foundation
- Subtests
 - Language Arts -Reading
 - Language Arts -Writing
 - Mathematics
 - Science
 - Social Studies
- Questions

High Level Overview



- Test Assessing Secondary Completion (TASC)
- TASC: CTB's new high school equivalency assessment
- Launch date: January 2, 2014
- Field tested nationally to create national norms for a national audience

High Level Overview



- TASC is a secure, reliable and valid assessment that indicates whether takers have knowledge in core content areas equivalent to that of graduating high school students.
- CTB Solution includes
 - Three forms available in English and Spanish each year with comparability between language offerings
 - Paper / Pencil and online with comparability between formats
 - Support of accommodations (large print, Braille, audio and online)
 - Online score reporting
 - Practice test as an indicator of TASC readiness



High Level Overview

- Measures Reading, Language /Writing, Mathematics, Social Studies and Science
- Newly created content to measure the Common Core State Standards, Next Generation Science Standards and Social Studies national frameworks
- Provides high school equivalency scores and assesses college and career readiness

TASC Content Frameworks



- English Language Arts
 - Common Core State Standards
 - College and Career Readiness Standards for Adult Education
- Mathematics
 - Traditional pathway of the Common Core State Standards
 - College and Career Readiness Standards for Adult Education
- Science
 - Next Generation Science Standards
- Social Studies
 - CTB Social Studies Standards are based on national frameworks in the areas of US history, world history, civics and government, and economics



TASC Content Transition Overview

- 2014 TASC
 - Emphasis on foundational concepts
 - Test questions that target low to moderate depths of knowledge
- 2015 TASC (and beyond)
 - Emphasis of key concepts and application of key concepts
 - Context embedded test questions that target higher depths of knowledge

TASC Test Design



- 2014 test includes:
 - Multiple-choice items (4 answer choices; a, b, c, d)
 - Writing prompt (evidence-based writing)
 - Gridded-response items (Mathematics)
 - Stimulus-based science and social studies item sets
- 2015 test (and beyond) includes an increased coverage of the CCSS through inclusion of additional item types and increased rigor
 - Constructed-response items
 - Technology-enhanced items

Content Depth of Knowledge (DOK) Framework



- **Level 1 Recall**
 - Recall of a fact, information or procedure
- **Level 2 Skill/Concept**
 - Use information or conceptual knowledge, two or more steps, etc.
- **Level 3 Strategic Thinking**
 - Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer
- **Level 4 Extended Thinking**
 - Requires an investigation, time to think and process multiple conditions of the problem or task

TASC Transition to Common Core and Increased Rigor

Element	2014	2015	2016
Standards Alignment	Foundational concepts from the Common Core State Standards (ELA/Math) Final version of NGSS SS Framework	Transitional concepts from the Common Core State Standards (ELA/Math) Final version of NGSS SS Framework	Common Core State Standards (ELA/Math) Final version of NGSS SS Framework
Emphasis	Foundational key concepts tested by multiple choice/GR item types Problem solving Evidence-based writing Emphasis on informational text	Foundational key concepts and application of foundational key concepts tested by multiple choice/GR, constructed response, and technology enhanced items Problem solving Evidence-based writing Emphasis on informational text	Key concepts and application of key concepts tested by multiple choice/GR, constructed response, and technology enhanced items Problem solving (increased emphasis) Evidence-based writing Emphasis on informational text
Cognitive Complexity	DOK 1 and 2 with limited DOK 3	DOK 2 and 3 with limited DOK 1	DOK 2 and 3 with limited DOK 1 and 4
Item Types	Multiple choice Gridded response Writing prompt	Multiple choice Gridded response Writing prompt Technology enhanced Constructed response	Multiple choice Gridded response Writing prompt Technology enhanced Constructed response

2014 TASC Detailed Test Design



TEST ASSESSING
SECONDARY COMPLETION

CTB TASC				
Subject	Domain/Reporting Category	Approximate Domain Coverage	Testing Time (total: 7 hours)	Number of Items
Language Arts-Reading	Reading – Informational + Language (vocabulary acquisition)	70%	70	50 MC items 7-8 passages
	Reading – Literary + Language (vocabulary acquisition)	30%		
Language Arts-Writing	Language	100%	60	50 MC items
	Writing	100%	50	1 prompt based on 1-2 passages
Mathematics	Number and Quantity	15%	90	40 MC items 12 GR items
	Algebra	25%		
	Functions	25%		
	Geometry	25%		
	Statistics and Probability	10%		
Social Studies	US History	25%	70	47 MC items 8 stimuli
	World History	15%		
	Civics and Government	25%		
	Geography	15%		
	Economics	20%		
Science	Physical Science	33%	80	47 MC items 8 stimuli
	Life Science	34%		
	Earth and Space Science	33%		
	Engineering, Technology, and Application of Science (integrated)	100%		
	Scientific and Engineering practices (integrated)	100%		
	Cross-cutting Concepts (integrated)	100%		

TASC – Language Arts/Reading



The TASC emphasizes the Common Core State Standards for Reading for grades 9-12 that are the most relevant to College and Career Readiness.

Domain/Reporting Category	Approximate Domain Coverage	Time to Complete	Number of Items
Reading – Informational and Language (vocabulary acquisition)	70%	70 minutes	50 MC items 7-8 passages
Reading – Literary and Language (vocabulary acquisition)	30%		

TASC: Language Arts/Reading



- Six texts representing a variety of genres, with an emphasis on
 - literary fiction and nonfiction
 - historical, scientific, and technical informational texts.
- Texts require close, analytic reading, and associated test items focus on examinees' use of evidence to support their analyses (claims, conclusions, inferences) about texts.
- A portion of the Reading score points (10%-15%) are derived from items that assess language acquisition and use.
 - Vocabulary items assess the use of word analysis skills, use of reading closely, and using a variety of resources and analytic skills to determine meanings in context and interpret the author's use of figurative language and literary devices.

TASC: Language Arts/Reading



High Emphasis:

- Informational Reading: Key Ideas and Details
- Informational Reading: Craft and Structure
- Literature Reading: Key Ideas and Details
- Language: Vocabulary Acquisition and Use

Sample Language Arts/Reading Items:

http://www.ctbassessments.com/pdfs/TASC_SocialStudiesSampleTestItems.pdf

TASC – Language Arts /Writing



The TASC emphasizes the Common Core State Standards for Language (grades 7-12 accumulative) and Writing (grades 11-12) that are the most relevant to College and Career Readiness.

Domain/Reporting Category	Approximate Domain Coverage	Time to Complete	Number of Items
Language	100%	60 minutes	50 MC items
Writing	100%	50 minutes	1 prompt based on 1-2 passages

TASC: Language Arts/Writing



- The primary claims for the Language Arts/Writing test can be used to make inferences about whether examinees have learned to:
 - read and interpret complex text
 - anchor their interpretations in text
 - use reading to interpret unfamiliar vocabulary
 - use information from what they have read to support the ideas in their writing
 - use skills and rules necessary for editing and revision of their writing

TASC: Language Arts/Writing



- Two-part Language Arts/Writing component
- Part 1: Multiple Choice
 - Editing/revision items assessing skills such as:
 - Revising text structure
 - Creating divisions to achieve more effective text organization that provides a more unified and clear meaning

TASC: Language Arts/Writing



Part 2: Writing

- Students will write an evidence-based informative/explanatory or an argument/opinion essay that effectively uses source text to support claims
- Source texts are between 600-800 word and focus on assessing writing standards 1 and 2
- Examinees are permitted 50 minutes for this component
- The essay is scored using the applicable 0-4 point holistic rubric with descriptors that focus on the expectations of the CCSS Writing standards

TASC: Language Arts/Writing



Language Emphasis :

- Demonstrate command of the following conventions of standard English
 - grammar usage
 - capitalization
 - punctuation
 - spelling
- Apply knowledge of language to understand how language functions in different contexts to improve comprehension

Writing Emphasis:

- Write arguments/opinions to support claims
OR
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Sample Language Arts/Writing Items:

http://www.ctbassessments.com/pdfs/TASC_WritingSampleTestItems.pdf

Argument/Opinion Essay: holistic writing rubric



- 4 The response is a well-developed essay that develops and supports an opinion or argument.
- Effectively introduces an opinion or claim
 - Uses logical, credible, and relevant reasoning and evidence to support opinion or claim
 - Uses an organizational strategy to present reasons and relevant evidence
 - Acknowledges and counters opposing claims, as appropriate
 - Uses precise and purposeful word choice
 - Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
 - Uses and maintains an appropriate tone
 - Provides a strong concluding statement or section that logically follows from the ideas presented
 - Has no errors in usage and conventions that interfere with meaning
- 3 The response is a complete essay that develops and supports an opinion or argument.
- Clearly introduces an opinion or claim
 - Uses reasoning and evidence to support opinion or claim
 - Uses an organizational structure to present reasons and relevant evidence
 - Attempts to acknowledge and/or counter opposing claims, as appropriate
 - Uses clear word choice
 - Uses words and/or phrases to connect ideas
 - Uses an appropriate tone
 - Provides a concluding statement or section that follows from the ideas presented
 - Has few, if any, errors in usage and conventions that interfere with meaning

Argument/Opinion Essay: holistic writing rubric



2 The response is an incomplete or oversimplified essay that develops and supports an opinion or argument.

- Attempts to establish an opinion or claim
- Develops, sometimes unevenly, reasons and/or evidence to support opinion or claim
- Attempts to use an organizational structure
- Makes little, if any, attempt to acknowledge or counter opposing claims
- Uses simple language, which sometimes lacks clarity
- Provides a weak concluding statement or section
- May have errors in usage and conventions that interfere with meaning

1 The response provides evidence of an attempt to write an essay that offers an opinion or argument

- Weakly states or alludes to an opinion or claim
- Has minimal support for opinion or claim
- May be too brief to demonstrate an organizational structure
- Makes no attempt to acknowledge or counter opposing claims
- Uses words that are inappropriate, overly simple, or unclear
- Provides a minimal or no concluding statement or section
- Has errors in usage and conventions that interfere with meaning

0 The response is completely irrelevant or incorrect, or there is no response.



Informative/Explanatory Essay: holistic writing rubric

4 The response is a well-developed essay that examines a topic and presents related information.

- Effectively introduces the topic to be examined
- Uses specific facts, details, definitions, examples, and/or other information to develop topic fully
- Uses an organizational strategy to present information effectively
- Uses precise and purposeful word choice
- Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
- Uses and maintains an appropriate tone
- Provides a strong concluding statement or section that logically follows from the ideas presented
- Has no errors in usage and conventions that interfere with meaning

3 The response is a complete essay that examines a topic and presents information.

- Clearly introduces the topic to be examined
- Uses multiple pieces of relevant information to develop topic
- Uses an organizational structure to group information
- Uses clear word choice
- Uses words and/or phrases to connect ideas
- Uses an appropriate tone
- Provides a concluding statement or section that follows from the ideas presented
- Has few, if any, errors in usage and conventions that interfere with meaning



Informative/Explanatory Essay: holistic writing rubric

- 2** The response is an incomplete or oversimplified essay that examines a topic.
- Attempts to introduce a topic
 - Develops topic, sometimes unevenly, with mostly relevant information
 - Attempts to use an organizational structure
 - Uses simple language, which sometimes lacks clarity
 - Provides a weak concluding statement or section
 - May have errors in usage and conventions that interfere with meaning
- 1** The response provides evidence of an attempt to write an essay that examines a topic.
- May not introduce a topic, or topic must be inferred
 - Provides minimal information to develop the topic
 - May be too brief to demonstrate an organizational structure
 - Uses words that are inappropriate, overly simple, or unclear
 - Provides a minimal or no concluding statement or section
 - Has errors in usage and conventions that interfere with meaning
- 0** The response is completely irrelevant or incorrect, or there is no response.

TASC – Mathematics



- The TASC emphasizes the Common Core State Standards for Mathematics that are the most relevant to College and Career Readiness.
- The Standards for Mathematical Practice, as well as the High School Modeling domain, are not separately assessed and reported on TASC, but are skills that are incorporated throughout the assessment of the content standards.
- The CCSS designates certain standards as additional mathematics recommended in order to take advanced courses; these standards will not be assessed on TASC.

Domain/Reporting Category	Approximate Domain Coverage	Time to Complete	Number of Items
Number and Quantity	15%	90 minutes	40 MC items 12 GR items
Algebra	25%		
Functions	25%		
Geometry	25%		
Statistics and Probability	10%		

TASC: Mathematics



- Sample mathematics items:
http://www.ctbassessments.com/pdfs/TASC_MathSampleTestItems.pdf
- Items assess examinee ability to solve routine and non-routine mathematics problems using the application of conceptual and procedural knowledge
- Mathematics test consists of a calculator section and a non-calculator section

Calculator: TI-30XS



TASC: Mathematics



High Emphasis

- Algebra: Arithmetic with Polynomials and Rational Expressions
- Algebra: Reasoning with Equations and Inequalities
- Algebra: Creating Equations
- Algebra: Seeing Structure in Expressions
- Functions: Interpreting Functions
- Functions: Linear, Quadratic, and Exponential Models
- Geometry: Geometric Measurement with Dimension
- Geometry: Modeling with Geometry
- Number and Quantity: The Real Number System

TASC – Science



The TASC is designed to assess the performance expectations in the Next Generation Science Standards (NGSS).

Domain/Reporting Category	Approximate Domain Coverage	Time to Complete	Number of Items
Physical Science	33%	80 minutes	47 MC items 8 stimuli
Life Science	34%		
Earth and Space Science	33%		
Engineering, Technology, and Application of Science (integrated across content domains)	100%		
Scientific and Engineering practices (integrated across content domains)	100%		
Cross-cutting Concepts (integrated across content domains)	100%		

TASC: Science



- Assessment of conceptual knowledge of core ideas in the physical, life, and earth/space sciences
- Assessment of the cross-cutting ideas such as cause and effect; scale, proportion, and quantity; systems and system models; energy and matter (flows, cycles, and conservation); structure and functions; stability and change
- Assessment of engineering practices such as defining and delimiting a problem, designing solutions to a problem, and evaluating and optimizing design solutions
- Science sample items:
http://www.ctbassessments.com/pdfs/TASC_ScienceSampleTestItems.pdf

TASC: Science



Physical Sciences

- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and Their Applications in Technologies for Information Transfer
-

Life Sciences

- From Molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy, and Dynamics
- Heredity: Inheritance and Variation of Traits
- Biological Evolution: Unity and Diversity
-

Earth and Space Sciences

- Earth's Place in the Universe
- Earth's Systems
- Earth and Human Activity

TASC – Social Studies



TASC will use national standards created by groups that specialize in the following domains: U.S. History, World History, Civics and Government, Geography, and Economics

Domain/Reporting Category	Approximate Domain Coverage	Time to Complete	Number of Items
US History	25%	70 minutes	47 MC items 8 stimuli
World History	15%		
Civics and Government	25%		
Geography	15%		
Economics	20%		

TASC: Social Studies



- CTB created the TASC Social Studies framework through analysis of standards and key concepts emphasized by the following national organizations/resources:
 - National Center for History in the School
 - National Standards for History
 - Center for Civic Education
 - National Standards for Civics and Government
 - Economics- Council for Economic Education, Voluntary National Content Standards in Economics
 - National Council for Social Studies
 - National Council for Geographic Education
- CTB also analyzed several state frameworks to inform the creation of the TASC Social Studies framework
- Social Studies sample items:

http://www.ctbassessments.com/pdfs/TASC_SocialStudiesSampleTestItems.pdf

TASC: Social Studies



High Emphasis

- U.S. History: Post-War United States (1945-1970s)
- U.S. History: The Great Depression and World War II (1929-1945)
- U.S. History: Civil War and Reconstruction (1850-1877)
- Civics and Government: U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy
- Civics and Government: Civic Life, Politics, and Government
- Civics and Government: Foundations of the American Political System
- Economics: Government and Economics
- Economics: Microeconomics

Key Elements of Research Design



- Spring/Summer 2013 Field Test
 - Item analysis used for preliminary forms construction
 - Items that do not demonstrate good measurement properties were removed from the pool for operational form development and/or revised for Fall field test
- Fall 2013 Research
 - Item analysis, scaling, bias studies, operational form construction
 - Comparability of computer-based and paper-based tests
 - Comparability of Spanish and English tests
- Standard setting
 - Pass scores will be set using a variety of methods including identifying the scale locations at which we would expect approximately 60% of high school students in the nation to pass all 5 TASC tests.
 - Current pass rates are not expected to change substantially

Communication



- New TASC website is now available – www.tasctest.com
 - Sample questions
 - Content coverage by objective
 - FAQ's
 - Continuously updated
- Social Media
 - [Facebook.com/TheTASCTest](https://www.facebook.com/TheTASCTest)
 - [Twitter.com/TheTASCTest](https://twitter.com/TheTASCTest)
 - TheTASCTest.Wordpress.com/

Availability of Materials



- Collaborating with divisions in McGraw-Hill to produce TASC and Common Core materials
 - The Official Guide to the TASC
 - Common Core Basics and Achieve
- Providing support to a variety of publishers
- Readiness assessment for state use
- Additional information will be posted on our website as it becomes available

Questions/Comments?



- Please forward your questions and comments to:
TASCwebinarQA@gmail.com